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ABSTRACT

This guide outlines curriculum and performance standards for second language instruction in Wisconsin elementary and secondary schools. An introductory section describes the rationale for development of, and use of the standards for foreign language instruction and briefly discusses applications across the curriculum. A second section gives an overview of the state's second language programs and the intent of the standards. Subsequent sections detail content standards and performance expectations for students at three levels (elementary school, middle school, high school) in these areas: communication (interpersonal, receptive, productive); culture (practices, products); making connections (across disciplines, cultural perspectives); making comparisons (language-related, cultural); and creating communities (use of language outside the classroom, language use for personal enrichment). Communication proficiency standards are also charted for three areas: accuracy; content; and cultural context. For several selected standards, sample tasks and samples of student work at each school level are presented. A list of contributors is appended. (MSE)

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Foreign Languages

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Wisconsin's Model Academic Standards for Foreign Languages

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Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

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Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

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Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

- 1) **Application of the Basics**
- 2) **Ability to Think**
 - Problem solving
 - Informed decision making
 - Systems thinking
 - Critical, creative, and analytical thinking
 - Imagining places, times, and situations different from one's own
 - Developing and testing a hypothesis
 - Transferring learning to new situations
- 3) **Skill in Communication**
 - Constructing and defending an argument
 - Working effectively in groups
 - Communicating plans and processes for reaching goals
 - Receiving and acting on instructions, plans, and models
 - Communicating with a variety of tools and skills
- 4) **Production of Quality Work**
 - Acquiring and using information
 - Creating quality products and performances
 - Revising products and performances
 - Developing and pursuing positive goals
- 5) **Connections with Community**
 - Recognizing and acting on responsibilities as a citizen
 - Preparing for work and lifelong learning
 - Contributing to the aesthetic and cultural life of the community
 - Seeing oneself and one's community within the state, nation, and world
 - Contributing and adapting to scientific and technological change

Overview of Foreign Languages

People today are connecting across cultural, political, and economic borders via the Internet and other information technologies. To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy now and in the twenty-first century, students in Wisconsin must communicate in a culturally appropriate manner with people from around the world. Our students must be aware of different perspectives reflected in both the language and behaviors of other people. They must possess language skills and an understanding of other cultures to be productive members of the diverse communities in which we all live.

These Wisconsin standards for foreign language learning are based on an instructional program in languages other than English for all students beginning in kindergarten and continuing through 12th grade. These standards are not meant to reflect the status quo of language learning in Wisconsin, but are a bold statement of what parents and community members continue to request: a strong foreign language program beginning in the elementary grades. These standards do not neglect the teaching of basic language structures, but rather encourage the student to go beyond this knowledge to develop real-life uses for foreign languages. It is the role of parents, teachers, and community members alike to encourage and guide the development of these skills in our students as they strive to become responsible citizens.

The Wisconsin standards for foreign language learning reflect the latest research in the field of second language instruction as presented in *Standards for Foreign Language Learning: Preparing for the 21st Century*.¹ This document, developed by leaders in second language education from across the United States, outlines standards for language learning. The Wisconsin content standards were adopted from this national document. The Wisconsin standards document adds performance standards that support each content standard. These were developed for students in Wisconsin by Wisconsin educators and citizens.

These standards are standards for all languages taught in Wisconsin schools, which at the time of printing include American Sign Language, Chinese, French, German, Hebrew, Japanese, Latin, Menominee, Norwegian, Ojibwe, Oneida, Russian, and Spanish. All of these languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Non-Roman alphabet languages, such as Chinese, Japanese, and Russian, may require more time to develop reading and writing skills.

Five key words summarize the intent of these standards

- **COMMUNICATION:** communicate in languages other than English
- **CULTURES:** gain knowledge and understanding of other cultures
- **CONNECTIONS:** connect with other disciplines and acquire information
- **COMPARISONS:** develop insight into the nature of language and culture
- **COMMUNITIES:** participate in multilingual communities at home and around the world

With communication and culture as the cornerstone for language learning, **the goal is for all students to learn how, when, and why to say what to whom.**²

¹ *Standards for Foreign Language Learning: Preparing for the 21st Century*. (1995). Yonkers, NY: American Council on the Teaching of Foreign Languages.

² *Ibid.*

A: Interpersonal: Conversation

CONTENT STANDARD

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

B: Interpretive: Listening and Reading

CONTENT STANDARD

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literatures. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

PERFORMANCE STANDARDS

► ELEMENTARY STUDENTS WILL:

- A1: carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do
- A2: ask and answer questions, including biographical information
- A3: state personal preferences and feelings
- A4: express personal needs
- A5: ask for repetition and repeat to ensure understanding

PERFORMANCE STANDARDS

► ELEMENTARY STUDENTS WILL:

- B1: understand age-appropriate written materials on familiar topics
- B2: use previous classroom experience with the language to understand its spoken and written forms
- B3: understand spoken and written language that has strong visual support
- B4: comprehend the main idea of selected authentic materials, such as newspapers, magazines, videos, and radio broadcasts

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► **MIDDLE SCHOOL STUDENTS WILL:**

- A1: sustain a conversation including descriptions on selected topics about themselves and their state or country
- A2: ask and answer a variety of questions, giving reasons for their answers
- A3: state personal preferences and feelings with some explanation
- A4: give possible solutions to a problem related to a personal need
- A5: ask for simplification and suggest alternative words to ensure understanding

► **HIGH SCHOOL STUDENTS WILL:**

- A1: discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion
- A2: ask and answer a variety of questions that require elaboration and substantiation of opinions
- A3: defend personal preferences, feelings, and opinions with substantive arguments
- A4: suggest options and negotiate to solve a problem
- A5: ask for clarification and be able to paraphrase to ensure understanding

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► **MIDDLE SCHOOL STUDENTS WILL:**

- B1: understand selected written materials on topics of personal interest
- B2: begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order
- B3: understand spoken and written language that incorporates familiar vocabulary and structures
- B4: comprehend the main idea and some supporting ideas of selected authentic materials

► **HIGH SCHOOL STUDENTS WILL:**

- B1: understand written materials on a wide variety of topics
- B2: use word forms, word order, contextual clues, and prediction to derive meaning
- B3: use extensive listening and reading strategies to understand a wide variety of topics
- B4: comprehend the main ideas and supporting ideas of authentic materials

C: Presentational: Speaking and Writing

CONTENT STANDARD

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

PERFORMANCE STANDARDS

► ELEMENTARY STUDENTS WILL:

- C1: dramatize songs, short poems, or dialogues
- C2: write and present a short narrative about their personal lives
- C3: give simple commands to a classmate
- C4: tell a simple story
- C5: write brief messages to friends (postcard, letter, or e-mail)

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► **MIDDLE SCHOOL STUDENTS WILL:**

- C1: present student-created and/or authentic short plays and skits
- C2: write and deliver a short presentation about their school or community
- C3: give simple directions to a classmate in order to complete a task
- C4: tell a story incorporating some description and detail
- C5: write short compositions and letters

► **HIGH SCHOOL STUDENTS WILL:**

- C1: present student-created works and authentic literature
- C2: write and present a speech on a substantive topic
- C3: give a series of detailed instructions to someone
- C4: create a story with substantive description and detail
- C5: write formal compositions and letters for a variety of purposes



D: Practices

CONTENT STANDARD

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

PERFORMANCE STANDARDS

ELEMENTARY STUDENTS WILL:

- D1: observe and imitate appropriate patterns of behavior such as greetings or gestures used with friends and family in the cultures studied
- D2: participate in and learn about age-appropriate cultural activities such as games, songs, and holiday celebrations
- D3: identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family

E: Products

CONTENT STANDARD

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contributions of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

PERFORMANCE STANDARDS

ELEMENTARY STUDENTS WILL:

- E1: identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures
- E2: identify some major contributions and historical figures from the cultures studied that are significant in their own culture
- E3: identify some historical and contemporary influences from other cultures that are significant in their own culture, such as explorers and settlers, music, and sports

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► **MIDDLE SCHOOL STUDENTS WILL:**

- D1: interact with culturally appropriate patterns of behavior in everyday situations
- D2: compare and contrast activities from other cultures to their own
- D3: identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes

► **HIGH SCHOOL STUDENTS WILL:**

- D1: interact in a variety of cultural contexts with sensitivity and respect
- D2: examine the role and importance of various activities within the cultures studied
- D3: explain how beliefs, perspectives, and attitudes affect behaviors within the cultures studied

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► **MIDDLE SCHOOL STUDENTS WILL:**

- E1: compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture
- E2: identify major contributions and historical figures from the cultures studied that are significant in the world today
- E3: identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns

► **HIGH SCHOOL STUDENTS WILL:**

- E1: connect objects and symbols of other cultures to the underlying beliefs and perspectives
- E2: examine the role and significance of the contributions of other cultures in today's world
- E3: discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world

The following six standards encourage students to go beyond their knowledge of and skills in language and culture to develop real-life applications for communication throughout the world. That is why these standards are presented in a different format, illustrating that they provide a context for the development of skills in communication and culture. Students at all levels of language development engage in similar types of activities in connections, comparisons, and communities; the difference is in the increasing sophistication with which students use their language skill and cultural knowledge.

FOREIGN
LANGUAGE

CONNECTIONS

F: Across Disciplines

CONTENT STANDARD

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

Rationale: The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences which enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

FOREIGN
LANGUAGE

CONNECTIONS

G: Added Perspective

CONTENT STANDARD

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Rationale: Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.

PERFORMANCE STANDARDS

ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- F1: use topics and skills from other school subjects to discuss and/or write in the language studied
- F2: read material, listen to and/or watch programs in the language studied on topics from other classes
- F3: access resources in the language studied on topics being discussed or researched in other classes

PERFORMANCE STANDARDS

ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- G1: read, view, listen to, and talk about subjects contained in popular media from other countries to gain a perspective on other cultures
- G2: access information in the language studied to gain greater insight about other cultures and/or their own

H: Language

CONTENT STANDARD

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Rationale: Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.

PERFORMANCE STANDARDS

ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- H1: identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning
- H2: identify expressions that cannot be translated word for word in order to derive meaning
- H3: identify words and expressions that have no equivalent in another language
- H4: identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language
- H5: compare the sound-symbol association of English to that of the language studied

I: Culture

CONTENT STANDARD

Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Rationale: Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.

PERFORMANCE STANDARDS

ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- I1: discuss the meaning of perspectives, products, and practices in different cultures
- I2: compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures
- I3: understand the concept of culture as they compare other cultures to their own

J: Practical Applications

CONTENT STANDARD

Students in Wisconsin will use the language both within and beyond the school setting.

Rationale: As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.

K: Personal Enrichment

CONTENT STANDARD

Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Rationale: Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.

PERFORMANCE STANDARDS

▶ ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- J1: provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages
- J2: participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects
- J3: exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications

PERFORMANCE STANDARDS

▶ ELEMENTARY, MIDDLE, AND HIGH SCHOOL STUDENTS WILL:

- K1: use various media in the language studied for study, work, or pleasure
- K2: investigate careers where skills in another language and/or cross-cultural understanding are needed
- K3: deepen their understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art
- K4: look for opportunities to learn more about languages and cultures
- K5: travel to communities where the language studied is spoken and/or host someone from a country where the language studied is spoken

Sample Proficiency Standards

These proficiency standards are designed to inform instruction and assessment. The performance standards describe how students will show achievement of the content standards and how the focus for learning will shift from the elementary grades to middle school and then at the high school level. The goal of the proficiency standards is to describe how well students are able to do what is described in the performance standards. The proficiency standards help students chart their progress by describing the elements for improved use of the language at four checkpoints, ranging from the focus for a beginning student through the description of a highly functional user of the foreign language. The growth described in these proficiency standards is possible when a foreign language program provides continuous instruction from the early elementary grades through 12th grade. Just as students continue to develop skill in their first language through their life, the same applies to acquiring a second language. The description of the functional language user implies lifelong learning.

The proficiency standards are a useful tool for analyzing students' strengths and areas needing improvement. Criteria are described within three proficiency categories: accuracy, content, and cultural context. The criteria under "accuracy" describe six areas that are important for improving one's skills in conversing, interpreting, and presenting. The criteria under "content" make it clear that what one says is as important as how accurate one's written or spoken skills are. The criteria under "cultural context" underline the importance of being able to adjust one's manner of communication to fit particular situations and expectations that may vary from one culture to another. It is also important to remember that as students and their teachers evaluate their proficiency, for any particular student, skills may be further along in some criteria and not as developed in others. This helps students focus their attention on those areas that need additional practice.

In foreign language education, the term "proficient" is used to describe a language learner who has spent several years studying a language. To reach an advanced proficiency level, students need to begin their study in kindergarten and have continuous instruction through 12th grade. Because this understanding of the term is widely accepted by language teachers both in Wisconsin and nationally, it would be inappropriate to describe beginning and intermediate levels of student work as "proficient." Therefore, the student examples shown here represent work that is competent relative to the amount of time the student studied the language. Note the contrast between middle school and senior high programs, showing growth in what students can do in their second language.

COMMUNICATION - Proficiency Standards

Accuracy

	BEGINNING			FUNCTIONAL
	Receptive - Imitative	Imitative - Reflective	Reflective - Interactive	Interactive - Initiative
Time/Tense	Can imitate any tense modeled and memorized	Begins to distinguish present, past, and future cues; can produce some present, past, and future tenses with cues	Comfortable expressing oneself in the past, present and future; beginning to use memorized patterns for hypothesizing, wishing, stating opinions	Tenses reflect speaker's/writer's intentions including hypothesizing, stating doubt, opinion, etc.
Vocabulary	Limited to memorized content provided by the teacher	Depends on vocabulary presented in class; may begin to use a dictionary to look up unknown words but will have difficulty selecting correct translation	If precise vocabulary is lacking, can find another way to express an idea/term; uses dictionary as needed and selects correct translation most of time	Has a broad vocabulary to discuss with some precision most topics of a non-technical nature
Ease	High degree of comfort with memorized phrases; little or no ability to interpret unfamiliar words. Few errors in memorized language.	Pauses, hesitations when attempting to restate or recombine. Can interpret some new phrases within a familiar context. Many errors in interpreting meaning both actively and receptively	Smooth interpretation and expression of language on familiar topics; may pause when using complex structures and compound tenses; errors decrease significantly	Interprets and expresses with little hesitation most topics of a non-technical nature; errors are minor
Spelling/ Orthography	Can copy with accuracy memorized language; will not notice errors	Will begin to notice errors in well-learned items and can correct high-frequency items	Pays more attention to correct orthography	Accurately writes most language
Pronunciation	Imitates sounds as part of the memorization process	May mispronounce words in new context or words being read for the first time	Converses comfortably with an accent which is understandable to a native speaker	Uses rules of pronunciation effectively with few errors; attentive to intonation patterns and pauses
Monitoring	Self-corrects only on high frequency items	Self-corrects on well-learned items	Begins to notice need for idiomatic language	Self-corrects to a high degree of accuracy

COMMUNICATION - Proficiency Standards

Content

	BEGINNING			FUNCTIONAL
	Receptive - Imitative	Imitative - Reflective	Reflective - Interactive	Interactive - Initiative
Situation	Can accomplish a task directed by the teacher	Can meet basic communication needs in a controlled setting	Can meet communication needs on familiar topics in a variety of settings	Can communicate in most situations effectively
Spontaneity	Imitative: cannot respond without rehearsal except for simple phrases, such as, "Hello," "I'm fine"	Responds with short answers to questions which have been well-rehearsed; asks simple memorized questions	Responds to unrehearsed comments on familiar topics; asks questions for clarification	Initiates and carries on conversations/communication on most non-technical topics
Complexity/ Sophistication	Repeats memorized vocabulary phrases, short sentences	Begins combining and re-combining vocabulary and phrases; begins to experiment with cognates	Combines structures, cognates, vocabulary, and patterns in a creative response; seeks out vocabulary to meet communicative needs; begins to use circumlocution.	Uses a wide variety of vocabulary; uses language patterns and idioms successfully; expresses with ease opinions and emotions; supports ideas with detailed reasoning
Length/ Organization	Single words, short phrases, simple statements	Short statements with a connector ("and," "or"); paragraphs are series of simple sentences on a single topic with little detail	Uses longer sentences with descriptions, some clauses; paragraphs include more explanation, description; creates short compositions	Complex and compound sentences are used frequently; creates longer compositions with extensive details
Acquisition of Information	Can ask simple yes/no questions and memorized formula questions, such as What's your name? What time is it?	Asks informational questions: Who? What? When? Where? How? Why?	Uses some expressive reactions and questions to encourage the speaker to extend his/her answers or to elicit further details	Consistently uses a variety of strategies to initiate, advance, and/or redirect topics of conversation

COMMUNICATION - Proficiency Standards

Cultural Context

	BEGINNING			FUNCTIONAL
	Receptive - Imitative	Imitative - Reflective	Reflective - Interactive	Interactive - Initiative
Verbal	Imitates appropriate linguistic patterns (register, formal vs. informal address, intonation)	Begins to recognize and produce linguistic patterns appropriate to the target culture(s)	Recognizes and produces linguistic patterns appropriate to the target culture(s); is aware of the underlying meaning and importance of these patterns	Uses linguistic patterns appropriately within the target culture(s); is sensitive to the underlying meaning and importance of these patterns
Non-Verbal	When given a model, can imitate non-verbal patterns of behavior appropriate to the target culture(s), e.g., gestures, proximity, eye contact	Begins to use culturally correct behaviors outside the memorized context, showing some awareness of the implied meanings	Begins to use culturally correct behaviors to enhance verbal communication, showing some understanding of the implied meanings	Can act in a culturally correct manner in most contexts with sensitivity and understanding of the implied meanings

Sample Proficiency Standard

FOREIGN LANGUAGE COMMUNICATION

A: Interpersonal: Conversation

CONTENT STANDARD

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

PERFORMANCE STANDARDS

- A1: sustain a conversation including descriptions on selected topics about themselves and their state or country
- A2: ask and answer a variety of questions, giving reasons for their answers
- A3: state personal preferences and feelings with some explanation

SAMPLE TASK

Pairs of students carry on a conversation that is recorded on audiotape. They are to discuss and ask about their daily lives and activities. Students are to ask questions of each other. They are also to provide additional information that is appropriate. Students continue their conversation as long as possible, up to two minutes. These conversations are not rehearsed, and students do not use a dictionary for help.

SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

MIDDLE SCHOOL EXAMPLE: AFTER ONE SEMESTER OF INSTRUCTION IN JAPANESE

The students staged their conversation as a phone call. They greeted each other in a culturally appropriate manner and then continued by discussing a rock concert, homework, math class, and a weekend soccer game. Despite a very limited exposure to the language, the students were able to maintain the conversation without many pauses. While much of the conversation was memorized expressions, the speakers began to show some original combinations. They were able to discuss topics related to self and school as well as their likes and dislikes. Their pronunciation was clear and understandable. Although a few errors existed, their conversation was comprehensible.

Middle School Sample

- 「もしもし、レチャルさん。」
- 「お 元気ですか。」
- 「はい、元気です。お元気ですか。」
- 「おかげさまで。」
- 「ロックコンサートに行きました。」
- 「わすれました。」
- 「... 3時半です。」
- 「そうです。」
- 「... しゅくだいをしましたか。」
- 「はい、... つまらないです。」
- 「数学はむずかしいでしたか。」
- 「はい、そうです。」
- 「週末は何をしましたか。」
- 「サッカー大会をします。」
- 「おもしろかったですか。」
- 「はい、そうです。... じゃまたね。」
- 「さようなら。」

SENIOR HIGH EXAMPLE: AFTER TWO YEARS OF INSTRUCTION IN CHINESE

This conversation began with one student arriving to visit the other. She was invited in and offered green tea. They discussed the taste of the tea and she asked whether her friend was busy. She wanted to play Ping-Pong, but the boy plays poorly so she offered to teach him. He agreed, but he did not have a paddle. This was not a problem as she would bring an extra. They discussed a meeting time and he asked if she would like to eat Chinese food afterward at his house. She likes Chinese food, but refused as his father's cooking is always too hot. They parted, agreeing to meet at 3:30 at a friend's house. She promised not to be late. The conversation lasted two minutes with some pauses. The transitions from one topic to another by one student were easily followed by the other student. They had good pronunciation and the conversation could easily be understood by native speakers. The accuracy of tones and structures and the use of colloquial vocabulary and expressions made the conversation easy to follow.

Mary (玛丽)

Knock, knock...

是我，玛丽。

很好喝。我最
喜欢清茶。...
你今天下午有没
有空？

我想去打乒乓球。
你要跟我去吗？

我教你，好吗？

没关系，我带两个。

下午三点半，行吗？

我喜欢吃中国饭。为什么？

在哪儿？

不行！我不喜欢你爸爸作的饭！
是太辣的！

一会儿见！

三点半在小明家，别迟到了！

Ian (宇生)

谁啊？
请进，请进！
请喝茶。是清茶—好吗？

没有，有什么事？

好，可是我打的不太好。

好。噢，我没有球拍！

谢谢。几点了？

行。...
... 你喜欢吃什么饭？

我想请你吃晚饭。

在我家，行不行？

...
一会儿见！噢，我们去哪儿？

**SENIOR HIGH EXAMPLE: AFTER THREE
YEARS OF INSTRUCTION IN JAPANESE**

The conversation began with one student explaining that he was very tired because of a weekend visit to the zoo with a friend for a biology class assignment. The students continued the conversation by discussing plans for after graduation, their reasons for studying Japanese, and finally their plans for winter break. The students maintained the conversation for the two minutes with few hesitations. They were able to provide transitions from topic to topic, reacting smoothly to each other's unrehearsed comments. They were able to use longer sentences with some complex language structures. Pronunciation was uneven, but could be understood by someone used to hearing non-native speakers of Japanese. The variety of vocabulary and structural accuracy made this conversation easy to understand.

Senior High Sample

- 「今日は、よしひこさん。」
- 「今日は、だいすこさん。」
- 「ねむいのようですね。」
- 「うん、とてもねむいです。」
- 「どうして。」
- 「週末は忙しかった。」
- 「週末に何をしましたか。」
- 「動物園へ行きました。」
- 「だれと一緒にいきましたか。」
- 「ジョンさんと一緒行きました。ジョンさんはちょっとへんな人だ。」
- 「どうしてへんですか。」
- 「うさぎを食べます。」
- 「そうですか。あなたもうさぎを食べたことがありますか。」
- 「いいえ、食べたことはありません。」
- 「わたしも。」
- 「ジョンさんはどうしてうさぎを食べますか。」
- 「「おいしい」と言いました。」
- 「どうして動物園へ行きましたか。」
- 「宿題でした。」
- 「何科目の宿題でしたか。」
- 「生物学の宿題でした。...だいすこさんは週末に何をしましたか。」
- 「週末は忙しかったです。えいごを見たり、本を読んだり、宿題をしたりしました。」
- 「大変ですね。...高校をすつぎようしたあと、何をしますか。」
- 「まだわかりません。でも大学に行きます。」
- 「わたしも大学に行くつもりです。」
- 「どの大学に行きますか。」
- 「ミネソタの大学が好きです。」
- 「そうですか。...どうして。」
- 「...わかりません。」
- 「...だいすかさんはどうして日本語を勉強していますか。」
- 「日本語はおもしろい外国語ですから。」
- 「漢字が好きですか。」
- 「いいえ。...」
- 「わたしは漢字がとても好きです。」
- 「どうして好きですか。」
- 「...きれいだから。」
- 「そうですか。...毎日漢字の勉強をしますか。」
- 「いいえ、ときどきだけ。」
- 「でも、去年毎日勉強しましたか。」
- 「そうですね。赤い本の宿題をしました。」
- 「...冬休みには何をしますか。」
- 「スキーに行きます。」
- 「だれと一緒にしますか。」
- 「家族とやります。」
- 「わたしはスキーをしたことはありません。」

C: Presentational: Speaking and Writing

CONTENT STANDARD

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

PERFORMANCE STANDARD

C5: write short compositions and letters

SAMPLE TASK

Students write a letter about how they spent their summer to a penpal from a sister school (from Wisconsin's sister states in Germany or Mexico, for example) using e-mail or fax. Students are told to describe their summer activities and to ask questions about their penpal's summer experiences, asking what the penpal did and what other people in that culture do. Students are to write their letter on a computer, if possible. For this sampling, no rewriting or dictionaries are allowed.

J: Practical Applications

CONTENT STANDARD

Students in Wisconsin will use the language both within and beyond the school setting.

PERFORMANCE STANDARD

J3: exchange information with people locally and around the world through avenues, such as penpals, e-mail, video, speeches, and publications

SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN SPANISH

The student talked about swimming, eating, playing with her cats, and watching television or movies on days of bad weather. She concluded that summers are boring for her. Basically, the student was understandable. This student stayed in the present tense and used common vocabulary, so in spite of some errors in word forms, accuracy was high. The content of the letter shows evidence of communicating beyond the level of a beginning student: The student communicated basic information, asked memorized questions, and started to put expressions together in new ways. Few details were given. The student wrote in a conversational style using some slang expressions, appropriate for a penpal letter.

En el verano me gusta nadar. ¿Que hace en el verano? ¿Te gusta comer? Me encanta comer, pero vivo lejos de los restaurantes. ¡Que lastima! En el verano me gusta toco con mis gatos y voy al centro comercial. En los días de mal tiempo, miro la television o voy al cine. Los veranos es muy aburridos para mí ¿Y tú?

SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN SPANISH

This student described working as a lifeguard, assisting at an optometrist's office, and playing volleyball over the summer. She asked the penpal several general questions about summer activities. This student was very easy to understand. The writer used present and past tenses comfortably. Most of the errors were incorrect choice of vocabulary. When a word was not known, the student described what was meant. The student developed this familiar topic smoothly within the limited time for writing, providing some details. The student showed signs of complexity by combining structures and vocabulary creatively. Longer sentences, more description, and some use of clauses were signs of higher proficiency. The student maintained a conversational style.

Querida Lucía,
¿Cómo estás? ¿Cómo estaba tus vacaciones del verano?
¿Hiciste muchas cosas?
Mis vacaciones del verano estaba así así. Por mucho tiempo, trabajé todos los días entre los lunes y los viernes a dos trabajos. Mi primer trabajo era a la persona de mi escuela. Allí miré a los niños que nadaron y enseñé a los estudiantes como nadar bien. Me gusta ese trabajo mucho porque gané mucho dinero y trabajo en las piscinas olímpicas. El trabajo segundo que tenía estaba en un doctor de los ojos en su oficina. Ayudé a los pacientes mucho cuando llegaron a la oficina. Allí también trabajé con las personas muy simpáticas. Por el resto de mis vacaciones de verano jugué el fútbol en un equipo con mucho talento. También asistí un concierto grande con mi papa y mis amigos. Estaba muy divertida. Finalmente, visité las universidades para el año próximo con mis padres y mi hermano. Visitamos la universidad de Eau Claire, Wisconsin y la universidad de Madison, Wisconsin, la capital de Wisconsin.
Hicía mucho calor en Wisconsin durante la estación del verano. ¿Cómo hace el tiempo donde vives?
¿Fue cosas típicas hacer durante el verano?
Yo ayala que tú tengas un año bien con cosas divertidas.
Am abrazos te
Lucía

MIDDLE SCHOOL EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN GERMAN

This writer began by describing her family. Then the letter talked about weather and her favorite summer activities of swimming, soccer, and visiting friends. It closed by asking about weather in Germany and the penpal's family and favorite animal. Even though there were some grammatical errors, the letter was quite clear and understandable. The student used only present tense and depended on vocabulary from class. The writer generally asked basic memorized questions and inserted an informal expression appropriately. At least one expression that is unique to German was used correctly. The student showed understanding of the German letter-writing form.

Liebe Katja,

Ich heie Kari. Ich bin 14 Jahre alt und wohne in Omaha. Ich habe 2 Brder: er ist 7 Jahre und sie ist 10 Jahre alt. Sie heie Jimmy und Steven. Ich habe auch ein Hund, der heit Paul und eine Katze.

Im Sommer, haben wir keine Schule. Hast du Schule? Ich schwimme gern und Fußball spielen gefllt mir. Was spielst du gern? Im Sommer besuche ich meine Freundin. Das ist Spitze. Manchmal sie schlft nach mittagst zuhause.

Hier es ist oft sehr hei im Sommer - nur 10 Grad. Wie heit es in Deutschland? Hast du Geschwister? Wo wohnst du? Was ist dein Lieblingstier? Mein ist ein Pferd. Schreib mir!

Dane,

SENIOR HIGH EXAMPLE: AFTER FOUR YEARS OF INSTRUCTION IN GERMAN

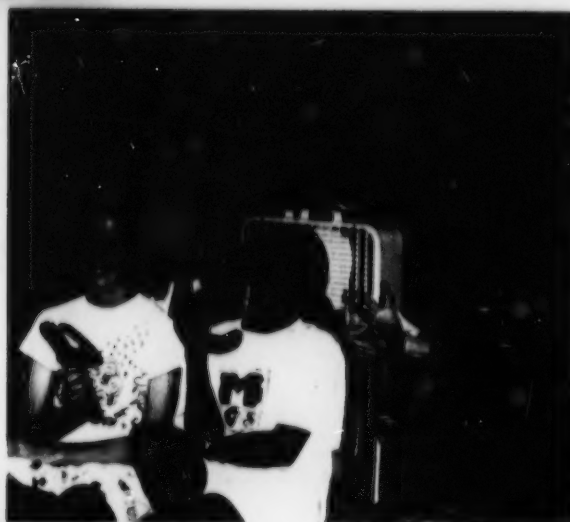
The body of the letter tells of the student's trip to Germany and Switzerland this past summer, including descriptions of the host families. At the end, several questions are asked about the penpal's summer, such as if it is hard for the whole family to take a trip together. This student showed a higher level of proficiency by taking risks in trying to express thoughts, working around limited vocabulary knowledge. This led to several grammatical and spelling errors, but the content was still very comprehensible. The writer was comfortable using the present and future tenses and stayed consistently in the narrative past. The student successfully used some connecting words to create longer sentences. The overall tone was conversational, and provided some details, appropriate for this type of letter.

Liebe ?,

Guten Tag. Ich werde dir ein bisschen ueber meinen Sommer erzhlen. Der letzte Tag des Schulejahres war 31. Mai. Am 3. Juni bin ich, mit 14 andere Schuelern, nach Frankfurt geflogen. Wir sind drei Wochen in Bayern geblieben. Es war Toll. Unsere 15 Schuler haben mit Familien in die Naeh von Eschenbach gewohnt. Meine Familie war ganz lieb! Sie haben zwei Tochter gehabt, Birgit - 10, und Maria - 18. In nur drei Wochen waren wir beste freunde! Ich habe viele Freunden kennengelernt in Bayern (und viel Deutsch gelernt.) Am Ende die drei Wochen ist die amerikanische Gruppe zurueckgefliegen, aber ich bin in Europe geblieben. Ich bin nach Hessen fuer drei Wochen gefahren und habe mit einer Familie gewohnt. Sie haben zwei kleine Kinder gehabt. Ich bin in viele Schulen in Hessen gegangen. Es war sehr interessant andere Schulen zu sehen. Die letzten drei Wochen bin ich nach der Schweiz gefahren. Alles war so schoen in die Schweiz. Hoffentlich kann ich sie in den nachsten 5 Jahren noch einmal besuchen. Ich bin am 4. August heim gekommen.

Was hast du diesen Sommer gemacht? Wie lange sind deine Sommer Ferien? Hast du in deinem Leben die Schweiz besucht? Was machen meistens die Deutsche Leute im Sommer? Ist es schwer fuer die ganze Familie eine Sommer Ausflug zusammen zu machen?

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C: Presentational: Speaking and Writing

CONTENT STANDARD

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

PERFORMANCE STANDARD

C.3: give simple directions to a classmate in order to complete a task

SAMPLE TASK

One student is given a city map and asks a second student for directions on how to get to the post office. The city map has a circle and arrow indicating where he/she is standing in the city. The second student tells the first student how to get to the post office. The post office is indicated with an "X" on the second student's map. The second student coaches the first student on how to walk to the post office. The first student draws the route on his or her copy of the city map. They are given two minutes to communicate without the use of dictionaries. The task is videotaped; a transcript of the conversation is provided here.

SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

MIDDLE SCHOOL EXAMPLE: AFTER TWO YEARS OF INSTRUCTION IN FRENCH

Through a series of basically memorized commands, the coach accomplished the task. There was no added vocabulary to help the listener understand. The student following the directions did not check to make sure the right idea had been understood. The use of French is at a bare minimum, with several pauses.

- Où est la poste s'il vous plaît?
- Commencez la rue Pinel...
- Oui.
- Allez tout droit. Tournez à gauche, à la rue des Arts. Continuez...Tournez à droite à la rue Moulin.
- Oui.
- Tournez à gauche à la Boulevard Clichy.
- Oui (nods).
- Continuez à la deuxième rue.
- Oui.
- Tournez à droite...oui...oh! Continuez to the troisième rue...Excusez-moi, tournez à droite à la troisième rue, le Boulevard de Garibaldi. Continuez...la poste est...le post office est entre le Boulevard Garibaldi et l'avenue de Jeanne d'Arc, à gauche. Vous êtes ici.

SENIOR HIGH EXAMPLE: AFTER THREE YEARS OF INSTRUCTION IN FRENCH

Both speakers became involved in the activity and worked together to communicate. They responded to unrehearsed comments within this familiar task. The student who was asking for directions verified the directions at each step. There was a variety of errors, but the students could still communicate well enough to complete the task. Their conversation includes appropriate pauses, inflections, and vocabulary to accomplish the task. The speakers showed less hesitation, more spontaneity, and better imitation of French intonation compared to the middle school students.

- Alors Charles, commence à la rue Pinel.
- Rue Pinel...
- Euh. Tout droit comme ça à la droite. Et quand on arrive à la rue des Arts...
- Des Arts...
- Tourne à gauche.
- Gauche?
- A gauche. Et continue à la rue Moulin.
- Moulin.
- Et à la rue Boulevard Clichy.
- Clichy?
- Tout droit.
- Tout droit?
- Continue jusqu'à tu arrives à la Boulevard de Garibaldi. Est-ce que tu es là?
- Oui.
- Alors, tourne à droite...
- Tourne à droite?
- ...et continue...euh...continue tout droit presque...quand tu passes la rue Avenue de du Pont...
- Avenue du Pont?
- Regarde à ta gauche.
- Gauche?
- A ta gauche...regarde à ta gauche. Ne tourne pas! A gauche!
- OK?
- Quand tu passes à la gauche, il y avait une petite chose là-bas. Tourne à gauche dans la espace...
- Oui. Et je suis...
- Tu es à la poste.
- La poste? Poste...ici.
- Là-bas.

B: Interpretive: Listening and Reading

CONTENT STANDARD

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

PERFORMANCE STANDARD

B2: begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order

H: Language

CONTENT STANDARD

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

PERFORMANCE STANDARD

H1: identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning

SAMPLE TASK

Students are given a reading from an American magazine. Working independently, the students are to underline words which have Latin roots. On a separate sheet of paper, students list the English words they have found, underline the Latin root, and write a definition for the word based on the Latin root.

MIDDLE SCHOOL EXAMPLE: AFTER THIRTY HOURS OF INSTRUCTION IN LATIN

Even after just over one month of studying Latin, this student was able to identify several English words derived from Latin. The student only defined the Latin word and did not use this to help define the English word.

provocative	voces	talk
principles	princeps	leader or Emperor
advocated	voces	talk
interacts	intera	to ask
experiencing	explicare	to expect or explain
dead	mortua	to be dead
validity	valde	very
via	via	road
trade	tradit	to walk on
audience	audiunt	hear

SENIOR HIGH EXAMPLE: AFTER ONE YEAR OF INSTRUCTION IN LATIN

This student identified many more words with Latin roots compared to the middle school student. There was clear awareness of the role of prefixes. The student correctly translated the Latin root and applied this knowledge to defining the English word.

Navigate	Navigo	to travel through from navigo meaning to sail
Glorified	gloria-ae f	praised or admired from gloria = "glory praise"
Content	teneo/cum	what is held within something from teneo meaning to hold and cum meaning within
Navigational	Navigo	adjective of Navigate
Future	Futura	ahead in time, posterity from futura meaning future
Example	Exemplia	something which shows meaning from exemplia meaning example
Via	Via	road or way by means something is done from via meaning roadway

Unique	unus	trait which is particular to one person or thing from unus meaning one
Spectrum	specto-ere	what is seen from specto meaning to look at
Imagining	imaginis	what is thought up by the mind or image in the mind from imaginis meaning image
Advertisers	verto/ad	people who turn consumers to their product from verto meaning to turn and ad meaning to

Provocative	-voco-are	based on voco meaning to call, provocative is an adjective which means something calls the attention of many people.
human-computer	-humana	from humana meaning human.
advocated	ad/voco-are	from voco meaning to call and ad meaning to advocated means to spoke for something.
Audience	audio	a group that hears or experiences something from audio meaning to hear
Predicted	dicto-pre	tell before hand from pre meaning before and dicto meaning to say for every hundred from per- for every and onto = "100"
Fortune	fortuna-ae f	sum of money or wealth from fortuna meaning

Script	Scripto	a writing or something written from scripto a verb meaning to write
Database	Data	computer application which contains information from data meaning information
Unfortunately	fortuna	unlucky from fortuna meaning luck or chance with the prefix un meaning not
Addition	addo	something which is added from the verb addo meaning to add
Include Including	include-ere	meaning to put in from include meaning to shut in
Product	producere	something which is made
Access	access-ere	to go into

Appendix

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Executive Council of the American Council on the Teaching of Foreign Languages
Members of the National K-12 Student Standards Task Force for Foreign Language Learning
State Superintendent's Advisory Council on Bilingual/Bicultural and English as a Second Language Education
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NOTES